

# TYRONE AREA SCHOOL DISTRICT

SECTION: PUPILS

TITLE: BEHAVIOR SUPPORT

ADOPTED: AUGUST 10, 2010

<b>218.3 BEHAVIOR SUPPORT</b>	
<p>1. Purpose</p>	<p>Tyrone Area School District believes in the use of positive behavior support. Positive, rather than negative, measures form the basis of a behavior support programs to ensure that all students and eligible young students are free from demeaning treatment, the use of aversive techniques (activities designed to establish a negative association with a specific behavior), and the use of unreasonable restraint. This policy is designed to enable children with individualized educational programs (IEP's), who need behavior support (the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques), to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accord with the requirements in Pennsylvania's Chapter 14 Regulations.</p>
<p>2. Authority</p> <p>Title 22 Sec. 14.133</p>	<ul style="list-style-type: none"> <li>A. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment.</li> <li>B. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques.</li> <li>C. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary.</li> <li>D. The IEP team shall develop positive behavior support plans for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. The plan shall be based on a functional behavior assessment and be part of the IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for appropriate behavior to specific tangible rewards.</li> <li>E. Effective techniques to (1) modify the contextual influences of behavior (i.e., setting events and immediate antecedent events), (2) teach socially appropriate alternative skills, and (3) reduce problem behavior will be employed. Positive side effects (positive techniques for the development, change, and maintenance of particular behaviors shall be attempted prior to the use of more intrusive or restraining measures) will also be monitored along with improvements in student general health/well being as a result of positive behavior support.</li> <li>F. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.</li> </ul>

- G. Restraints to control acute or episodic aggressive behavior or self-injurious behavior may only be used when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
- H. Restraint is defined as the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body. The term restraint does not include:
- briefly holding, with or without force, a student or eligible young child to calm or comfort them, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort them from one area to another.
  - hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP.
  - devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. These devices are considered mechanical devices when specified in an IEP.
  - mechanical restraints which are used to control involuntary movement or lack of muscle control of students when due to organic causes or conditions when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Said mechanical restraints shall prevent a student from injuring themselves or others or promote normative body positioning and physical functioning.
- I. The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply.
- The restraint is utilized with specific component elements of positive behavior support.
  - The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior.
  - Staff is authorized to use the procedure and have received the staff training required.
  - There is a plan in place for eliminating the use of restraint through the application of positive behavior support.
- J. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
- K. The use of prone restraints (student or eligible young child is held down face down on the floor) is prohibited.
- L. The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the educational agency to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavior assessment, reevaluation, a new or revised

positive behavior support, or a change of placement to address the inappropriate behavior.

- M. The following aversive techniques of intervening with problem behavior are considered inappropriate and may not be used by Tyrone Area School District personnel agencies working within Tyrone Area School District and school district personnel.
1. Corporal punishment
  2. Punishment for a manifestation of a student's disability
  3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit
  4. Noxious substances
  5. Deprivation of basic human rights, such as withholding meals, water or fresh air
  6. Suspensions constituting a pattern under 14.143(a) (relating to disciplinary placement)
  7. Treatment of a demeaning nature
  8. Electric shock
- N. Tyrone Area School District is responsible for ensuring that positive behavior support programs are in accord with Chapter 14, including
- training of personnel for the use of specific procedures, methods and techniques including positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention
  - having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures or restraints.
- O. Agencies may convene a review, including the use of a human rights committee, to oversee the use of restraints or intrusive procedures or restraints.
- P. Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and a positive behavior support plan are required.
- Q. Data on the use of restraints shall be maintained and reported as prescribed by the Secretary of Education. The report shall be reviewed during compliance monitoring conducted by the Department of Education.

3. Delegation of Responsibility

Title 22  
Sec. 12.3

The superintendent or designee is responsible for ensuring that (1) agreed upon behavior support plans within IEP's for students are implemented in a consistent manner, and (2) this policy is implemented in compliance with Pennsylvania's Regulations.

The superintendent or designee is responsible for programs that are solely operated by Tyrone Area School District.